

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Arthur's Bad News Day (M)

MATERIALS

Leveled reader

Graphic organizer

Game cards

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *Do you have brothers and sisters? How would you feel if you found out that you were going to have a little brother or sister?*

PREVIEW THE BOOK: Show the child the front and back covers of the book, and read the title. Ask: *What do you think Arthur's bad news might be?*

Look at the pictures on pages 3–11 and ask the child what might be happening in the story.

During Reading



10–15 minutes

Ask the child to read pages 3–11 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 3–11. If necessary, prompt by asking: *What else happened?*

GRAPHIC ORGANIZER: Ask the child what the boy's problem in the story is and have him/her record this on the graphic organizer. Ask the child to predict how this problem might be solved and write it in the second box. Explain that when he/she finishes the book, he/she can write in how the problem is actually solved in the book.

CRITICAL THINKING: Ask the child what he/she thinks the author of the book wanted him/her to get from reading the book, and explain why.

VOCABULARY GAME: Remind the child that words that have similar meanings are called synonyms, for example, *calm* and *peaceful*. Spread the cards face down on the table. Have the child turn over two cards and read the words. Ask the child if the words have the same meaning. If the child is correct, he/she gets to keep the card. If the child answers incorrectly, he/she should place the card face down on the table. It's now your turn.

Home Connection

Have the child finish reading the book at home. Have him/her write in how the problem was solved.

What is Arthur's problem?

How do you think he might solve his problem?

How was the problem solved in the story?

INSTRUCTIONS: After reading pages 3–11, have the child identify Arthur's problem and record it in the first box. Have the child write how he/she thinks Arthur will solve his problem. When the child finishes the book, have him/her write in how the problem was solved.



Game Cards

Arthur's Bad News Day (M)

bad

terrible

laugh

giggle

happy

glad

favorite

special

giant

enormous

extra

more

smelly

stinky

calm

peace

quiet

silent

beautiful

gorgeous